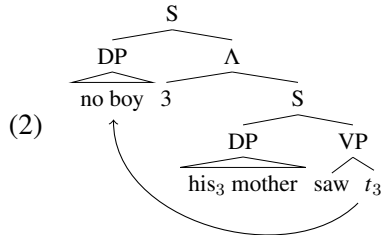# Homework 5: Due Nov 25 in class

1. In order to account for WCO examples like (1), imagine that some grammatical principle (maybe the Binding Principle, maybe a linearity constraint) prohibits an object from semantically binding into a subject, as in (2). Is such a principle consistent with the grammaticality of (3)? Why or why not?

    (1)  *?His$_i$ mother saw no boy$_i$.

    (2)



    (3)  His$_i$ mother saw John$_i$.

2. Extraposed relative clauses can apparently be bound into, as in example (4). Give an LF that derives this reading (you can ignore VP-internal subjects) and a detailed calculation of its truth conditions (you can assume *time* has type $\langle e, e \rangle$).

    (4)  No linguist$_i$ went who valued her$_i$ time.

    We've seen a way to derive the *every boy > someone* reading of (5) using semantic reconstruction via higher-order traces.[1] Does this sort of strategy extend to cases of *binding reconstruction* like (6) (NB: in line with the previous problem, you should assume that *every boy* cannot QR over *his mother*)? Why or why not?

    (5)  Someone$_i$ seems to every boy [$t_i$ to be a genius]

    (6)  [His$_j$ mother]$_i$ seems to every boy$_j$ [$t_i$ to be a genius]

3. Sentence (7) is ambiguous: it can either mean that John is the only $x$ who criticized <u>John's</u> paper, or that John is the only $x$ who criticized <u>$x$'s</u> paper. Propose a meaning for this use of *only* (that is, the adnominal use), say what its type is, and use it to derive the ambiguity by positing two LFs. Give a node-by-node semantic derivation for **one** of your LFs and indicate how it differs from the other.

    (7)  Only John$_i$ criticized his$_i$ paper.

4. We've seen ample reason to suppose that a constituent can be elided only in the presence of another constituent with a semantically identical LF. Show how this principle entails that (8) is 2- rather than 4-ways ambiguous. [Hint: you'll need to appeal to VP-internal (or $v$P-internal, if you prefer) subjects.]

    (8)  Mary introduced a boy to every girl, and then Bill did.

    **BONUS** (not required, but give it a shot; high degree of difficuty): Show how this principle is consistent with the existence of an across-the-board inverse-scope reading of sentence (9)—that is, the reading on which every patient got some nurse-attention and some doctor-attention.

    (9)  A nurse examined every patient, and a doctor did too.

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[1] For those of you who haven't seen A-movement like this before, the rough idea is that (5) is derived from a deep structure that's closer to *it seems to every boy that someone is a genius*.